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analysis is closed by a general summary, the nature of which is indicated by the following quotation:

It has been the purpose of the preceding chapters to give in some detail a systematic analysis of the reading activity as it has been revealed by scientific studies. It remains to show more clearly the relations which exist among the various factors or elements as they have been set forth. This will be done from six different standpoints, as follows: (1) By contrasting reading as a school product and reading as a process; (2) by discussing types of readers; (3) by pointing out certain factors the underdevelopment or overdevelopment of which makes for defects in reading ability; (4) by a discussion of analysis and synthesis; (5) by pointing out differences between oral and silent reading; and (6) by contrasting the reading of adults and of children [p. 246].

The second major division of the book describes and gives examples of a large number of specific tests to be used in the diagnosis of reading ability. These tests range in character from some of the well-known standardized reading tests to the more technical measures of perceptual and motor processes. The object of this portion of the book is to give a technique whereby the teacher may make an objective analysis of various types of reading deficiencies. Detailed directions for administering and scoring the tests are given.

The final section of the book is given over to a discussion of remedial measures. As compared with the extensive treatment of the previous topics, the forty-five pages in this section furnish an interesting comment on the difficulties of this problem and the paucity of materials. A number of case studies are described in order to illustrate the remedial methods employed.

As a review of the scientific studies in reading the book is distinctly superior. The diagnostic chart which the author has devised and supplemented by carefully defined tests will be a very useful instrument for the determination of specific deficiencies in reading ability. The book is too technical for many teachers of elementary reading. However, for those who have received modern training and for the large group of mature students in teachers' colleges the text will furnish an excellent basis for a scientific study of the reading problem.

G. T. BUSWELL

Scientific determination of what to read in elementary schools.—It has been said that elementary-school reading is often too limited in content. It is said that much material is overmature. It is alleged that more careful grading would secure better results. It is said that faulty principles of compilation lead to the inclusion of much undesirable material in readers. Such opinions and allegations precipitate the problem of determining the extent to which such criticisms are valid, with a view to formulating plans for improvement. A truly scientific solution of this problem is offered in a recent monograph¹

¹ WILLIS LEMON UHL, *Scientific Determination of the Content of the Elementary School Course in Reading*. University of Wisconsin Studies in the Social Sciences and History, No. 4. Madison, Wisconsin: University of Wisconsin, 1921. Pp. 152. \$1.50.

which sets up analytic standards for rating reading selections in all grades of the elementary school.

A questionnaire was prepared for the purpose of obtaining teachers' judgments on the grading and general character of a large number of standard selections in elementary-school readers. Replies were received from 2,253 teachers from eighty cities located in twenty-five states and the District of Columbia. A second questionnaire, based largely on the first, was filled out by 741 teachers. The reactions of 529 pupils in four schools of widely varying type were secured by direct presentation of a number of selections in common use. The replies were fairly evenly distributed throughout the eight grades in the case of the teachers and from the third grade up in the case of the pupils. The judgments of fifty-nine teachers and eighty-two upper-grade pupils were also secured in regard to four informational selections from the *Lessons in Community and National Life* published by the Bureau of Education. In general, a marked unanimity of judgment was exhibited throughout in regard to most of the selections. Except in the case of the informational selections, the criteria for random sampling seem to have been well satisfied.

On the basis of the judgments thus secured it was possible to eliminate undesirable selections, detect superior selections, and determine the best grade or grades in which to use selections assigned to different grades in different readers.

Among the many interesting findings are the following: common undesirable qualities are overmaturity, hard words, unfamiliar subject-matter, and lack of story or action; desirable qualities include interesting action and character, adventure, humor, easy content and diction, and portrayal of the supernatural and of kindness, faithfulness, and loyalty, the relative importance of many such qualities varying from grade to grade; prose and poetry are equally difficult, while older informational selections "seem to be very hazardous teaching material"; the selections from the *Lessons in Community and National Life* evoked great interest—the selections judged all dealt with money, however; interest is directly related to comprehension; good teaching increases appreciation markedly; teachers' judgments are "safe bases for predicting pupils' interests in representative standard selections."

Probably the most valuable feature of the monograph is a series of charts embodying the "Standards for Rating Reading Selections" in each grade (pp. 130-45). "The standards may be used in judging not only reading matter now in use, but also matter proposed for use" (p. 146).

This is a first-class piece of scientific work. Clear summaries and statements of conclusions abound.

O. A. TINGELSTAD

LUTHER COLLEGE

A new drawing scale.—The need for a scale that will enable teachers to measure pupils' progress in the general phases of freehand drawing has been met by a recent scale devised by Professor Kline and Miss Carey. The plan